

SCHOLASTIC COACH



The Kick in the Game

By HARRY KIPKE

Ray Conger on Cross-Country

A Program for Health and Physical Education

By CHARLES B. LEWIS, A.M., M.D.

Balance in the High School Attack

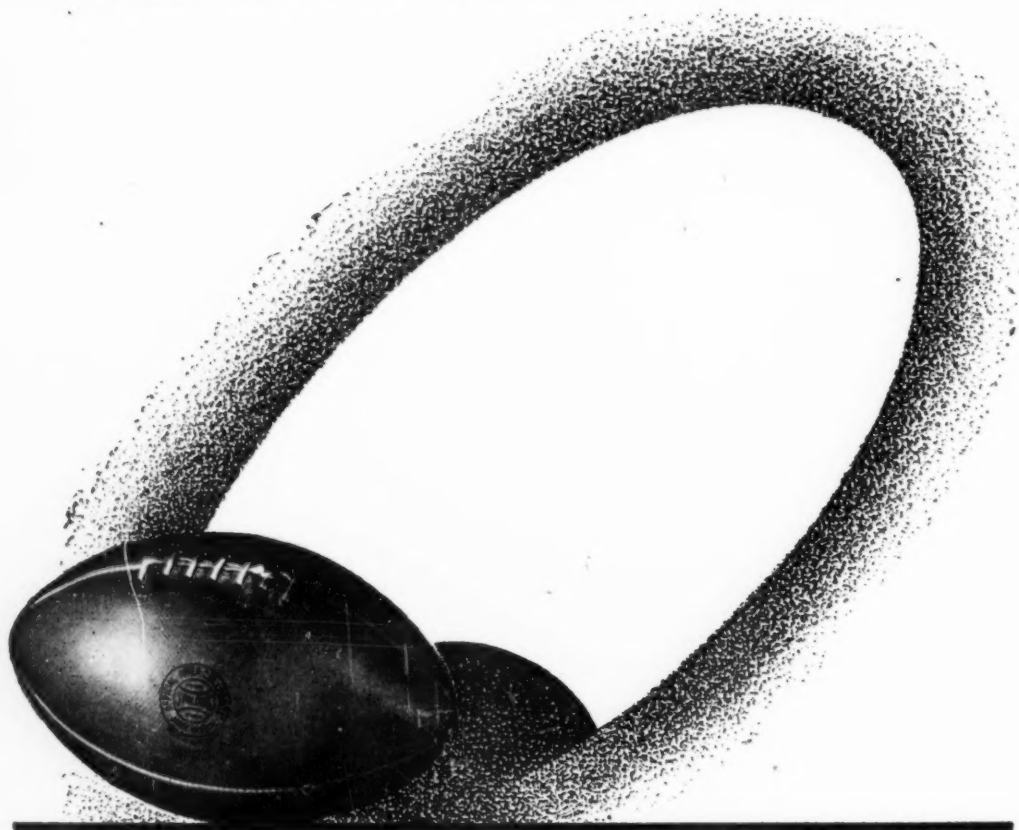
By ANDREW KERR

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EDITORIAL

SCHOLASTIC COACH, at this point (which is the beginning) takes the opportunity to say how-do-you-do and greetings to the 12,000 high school and preparatory school coaches, athletic directors, instructors in physical education and other secondary-school educators who are receiving this introductory number in the mail.

The need for a publication that will concern itself strictly with the problems of the secondary school physical director and coach has long been felt, and it is with an awareness of many of these problems that *Scholastic Coach* makes its bow.

In order that our new magazine can keep within sight of the objectives of advancing education, an editorial advisory board to be composed of many of the ranking educators of the country is being named. Acceptances to the appointments have already been received from the men and women with whom we are able to get in touch before going to press in August. By the time the October *Scholastic Coach* is ready, the board in almost its entirety will have been formed.

Many are the opportunities for the magazine which gives itself to the service of those who have the physical-recreational interests of youth at heart. *Scholastic Coach*, in attempting to meet these opportunities, will no doubt seem to certain groups of the profession at times, to be departing from the path of progressive service. Fortunately, all not thinking alike, and while one group may be deploring the readiness of this magazine to publish a certain type of thing, another will be applauding the same attitude.

The mission of this publication is big enough without its having to take upon itself the role of propagandist. The physical-education departments of our high schools are interested in just so many things, let us say, from A to Z, from straight spines to mass games, from football to golf, and it is within the boundaries of this field (which we all know is wide enough) that *Scholastic Coach* intends to function.

Since most everything nowadays has two sides, though they be ever so contrasting, our readers may expect their attention to be taken up once a month by articles on all sports which are likely to interest a sufficiently large group.—J. L.

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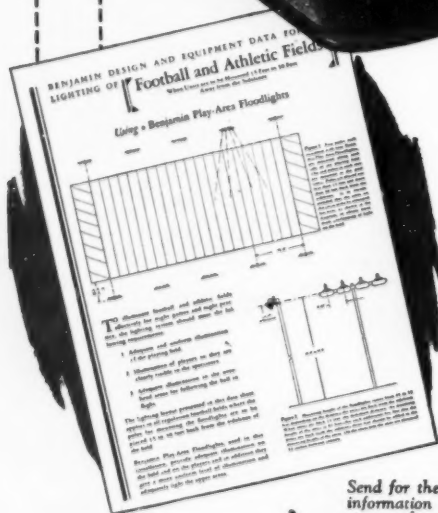
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SCHOLASTIC COACH

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SPORTS EQUIPMENT

Balance in the High School Attack

Over-emphasis on Deception May Mean a Loss
of Power—Stress Simplicity

By ANDREW KERR

Head Football Coach, Colgate University

A GOOD offense in football must have versatility and balance. It must be diversified. To be versatile in attack a team must be able to use all branches of offense. To be balanced the attack must have the correct ratio between power plays and plays employing deception. A sound attack must be able to take advantage of the weaknesses of opponents, and it must be so conceived that it will be able to gain ground against any type of defense, under any conditions.

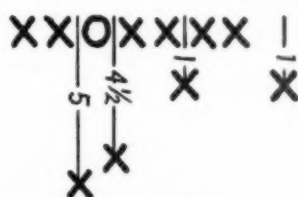
A versatile or balanced offense must consist of power plays, namely bucks, plunges, slants and flank plays inside the end. There must be plays involving deception, such as reverses, fake reverses and spin plays, and other varieties of trick plays. The offense must have in its repertoire a few good forward passes, which depend somewhat upon deception for their success. To such a list of plays must be added a good kicking game, which includes punting and field-goal kicking.

Plays involving fakes or deception must not depend entirely upon fooling the defense. These plays must be strong inherently and must provide adequate interference for the ball-carriers. Forward-pass plays must be of such a nature that they are reasonably protected from interception. When passes are intercepted there should be sufficient protection to prevent long runs. All plays should fit into a definite sequence or cycle of plays, from a definite formation. The success of any system of offense depends upon fast starting, hard, quick charging and getting rapidly to the point of attack. The ability of the men in the interference to do their work efficiently is very important. Your line-charge should overwhelm your opponents. A successful offense is based upon the ability of every man to carry out efficiently his assignment on every play.

The number of plays with which a team is equipped has long been a matter of discussion among coaches. I believe that almost all coaches make the mistake of trying to teach their teams too many plays. It is a great temptation to a coach to keep on adding to his list of plays from week to week. The coach sees some successful play or reads about a great scoring manœuvre and forthwith he prepares to add it to his stock of plays. My advice is that a few simple, powerful plays, thoroughly mastered, and per-

fect in every detail are sufficient. This is the type of play upon which you will rely ordinarily to win your important games.

Very few big games are won on half-learned trick or unusual plays. You cannot give a team a complicated trick play on Friday afternoon and expect it to score a touchdown on the following Saturday afternoon. Such plays to be effective require much careful drill and practice. Being equipped with too many plays causes indecision on the part of the quarterback. Very few field generals



One Wing Back Formation

seem able to remember many more than a dozen plays in the heat of action. Many times between halves we ask our quarterback why he did not use some pet play in the first half. The boy usually answers honestly that he did not remember it.

A natural question for a high school coach to ask then is: With how many plays should a high school team be equipped? My answer is that they should have about fifteen standard plays, plays that are balanced and include powerful running plays, plays involving deception, and forward passes. Our 1929 Colgate University team was a very good team. They lost one game to Wisconsin by a close score and were able to win the rest of their contests by fairly decisive margins. That team used only about a dozen running plays in compiling that record. It is true that Colgate was equipped with other plays, but we did not seem to need them. The fact that the team scored in the first five minutes of every game had a tendency to cause the field general to use fewer plays.

I know of a high school team that won the championship of its section last season and did not use more than a dozen plays. One of our most successful university coaches uses less than twenty plays.

With a definite idea as to the number of plays that he is going to use, the coach then decides upon the type of running formation to support them. The coach must decide whether he will use a set formation or a formation involving a shift. He must settle whether his line

shall be balanced or unbalanced, and whether his formation shall be a close, compact one, or whether he shall use a more open alignment of his men. The number and type of plays previously mentioned can be used from any of the above styles of formation. For a great many years I have used a close formation, with an unbalanced line, with four men on one side of the center and two men on the other. I have never made much use of shifts, though I have no quarrel with the shift.

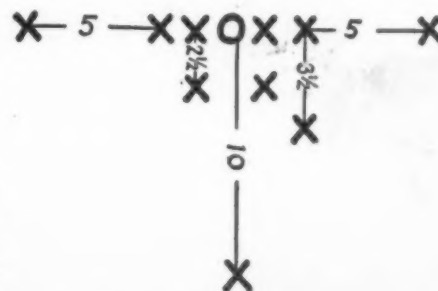
In accord with my experience I would recommend to the high school coach as his standard running formation the Warner one-wing-back formation, commonly called the Warner Z formation. This formation is unbalanced to either right or left in both line and backfield. This formation has stood the test of time, and I believe is the most widely used formation in modern football.

This formation is simple and from it can be developed some of the most powerful plays in football. The formation lends itself readily to the versatile and balanced attack about which we have been talking.

A number of coaches have successfully used the Warner two-wing-back attack. I believe under ordinary conditions that this formation is not advisable for high school teams. This formation and the plays from it are more complex than the plays from the one-wing-back formation. The more complex your offense becomes the more your players are liable to make mistakes.

With our formation definitely selected, what are the specific plays that should be used from it? If your opponents are using a seven-man line on defense there are eight holes in their defense open to attack. These eight holes include the openings around end, for sweep plays to either side. Your offense should include, as a minimum, one good standard play for each of these eight holes. You should

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Punt Formation

Conger Discusses Cross-Country

There Is a Place for It in the High School Program, Says This Instructor in Physical Education, Who Was the National One-Mile Champion in 1930

By RAY CONGER

AT THIS time, when many coaches are wondering about the advisability of cross-country running as a conditioner for their college men, it is well that we spend some time thinking about it for

RAY CONGER



our high school teams. Does distance running put too much of a strain on the heart for the boy of high school age? Are there benefits which overcome harm that might accrue from competition in the longer runs?

Already some of the colleges have done away with the cross-country competition of the fall season. The Big Six Conference, which includes the Universities of Kansas, Nebraska, Missouri, Oklahoma, Kansas State College and Iowa State College, has changed its annual cross-country runs to two-mile team races. It might appear upon first thought that they had come to the conclusion that cross-country running is primarily fitted for men of post-college level and too strenuous for college men. If that were the case we could conclude that it was far too strenuous for the high school athlete. However, there were other factors which entered into the change. The conference schools found it much more interesting to the football crowds to have a team race between halves of the football game than to have cross-country men come straggling in from their jaunt sometime during the latter moments of the second quarter of the game. Some of the coaches were also interested in using a two-mile team race as a developer of middle distance for their winter and spring teams.

The main issue as to whether high school athletes should take part in a program consisting of cross-country centers around its value from the standpoint of worth-while to the athlete. Is it physiologically, sociologically, psychologically and educationally sound?

We find that there is a type of runner who really enjoys starting at a slow jog and maintaining it for a distance over hills, through woods, on country roads, past farm houses and across streams.

Most of the discussion of this subject has dealt with the effects of cross-country running on the physical health of the participant. Some believe that it does great harm to an adolescent boy's heart and others believe that it is a developer of physique and without it our civilization is too easy and our men will degenerate.

Dr. Deutsch and Dr. Kauf¹ in their book give a very good discussion of the possibility of injury to the body by ex-

cessive physical activity. They discuss the subject mostly from the standpoint of heart strain. They leave the impression that there is a great danger, and suggest precaution. However, other heart specialists say that a normal heart will not be injured but that there is a great danger of injury to a boy who has not been examined by a good physician.

Olds² describes a piece of research on five competing high school cross-country teams in which were examined the following: age, height, weight, horizontal and vertical pulse rate, pulse recovery test, urine analysis, heart and lungs, and length of training period. The general results of the test indicated that the race was not too severe for high school boys. The need for proper supervision of practice periods was urged.

In the past many have regarded health as the main and almost the only objective of physical activity. There is more to physical activity than its physiological results. It seems that cross-country is an aid in this respect, although we have no objective method to accurately test our results.

Track and cross-country have been labeled individualized sports which tend to make persons introverts. True, they are not so much a team sport as football, but they have their social values when we observe a squad in practice, a major relay carnival, or a conference cross-country run. It is more beneficial when the competition is followed by minglings of the competitors at a lunch or tea.

It has been the writer's experience that cross-country is a good builder of endurance and strength for the man of college age. After running distances every day in practice and competing in five-mile races once each week following a six weeks' training period, I experienced no excessive fatigue following the season. While this is a particular experience, it is fairly representative of what all runners undergo who are in the right physical condition for the next step in their training.

In high school I engaged in no competitive running, but devoted much time to jogging, walking and easy-gait distance running. I was always very active in high school and, while undertaking no competition, I ran a lot just for the fun of

(Continued on page 28)

¹ Deutsch, F. and Kauf, E. *Heart and Athletics*. C. V. Mosby Co., St. Louis, Mo., 1927.

² Olds, Lloyd W. *Track Athletics and Cross-Country*. A. S. Barnes and Co., New York, 1930.



The Kick in the Game

Punting as a Factor in Winning Football

By HARRY G. KIPKE

Head Football Coach, University of Michigan

GOOD and accurate punting is one of the main factors in winning football. It is used more than any other play in the game and its results are most telling. In eighty percent of the games where the teams are evenly matched the team with the exceptionally good punter will win.

I have found in my coaching that the tendency of most boys when punting is to try for the long kick, instead of for accuracy, form and technique. There are many boys who are fine kickers in practice and preliminary games, but when it comes to the more trying competition they fail utterly. This is due to their not being rushed during their practice kicking and to forming bad habits while they are practicing punting—such as too many steps and slow handling of the ball.

There are many methods in teaching a boy how to punt. The method I will state in this article I have found to be most satisfactory in the majority of cases. Of course, there are exceptions, and when I find a boy with whom this method does not bring good results, I use another.

Stand with feet slightly spread, the kicking foot about a foot to the rear, weight well balanced and largely on the left or forward foot. To receive the ball, hold hands midway between the shoulders and waist or a little lower. Catch the ball easily. Do not fight it, but keep the hands relaxed and let them give with the ball. Step up with the right foot, not more than a foot in advance of the left, then take a natural step with the left foot, and you are ready to kick. While taking the above steps adjust the ball in your hands. The left hand should be in front of center, right hand behind the center of the ball. Hold it by pressing

in and drop the ball by separating the hands.

The ball should be held about waist high with the long axis horizontal but inclined about fifteen degrees across the path of the kick.

The kicking swing should start rather slowly but increase in speed until it reaches its maximum velocity just as the foot strikes the ball. It is the sting in the kick that makes the ball travel, and to get this the leg should be carried forward with knee bent until just before the ball is struck, when it should be snapped out straight and the joint locked as the foot meets the ball. The toe must be turned down and the ankle joint locked and rigid as the ball is struck. The foot should first meet the ball a little above knee high, but should follow through with it as far as possible.

In kicking for accuracy or out-of-bounds, the punter should stand as if he were kicking straight down the field. After receiving the ball from center the kicker should turn and step toward the point where he wishes to place the punt (in other words, a kicker should never attempt to slice or hook a punt away from a straight line, but should face the point to which he wishes to kick), then kick the same as he would if punting straight down the field. When punting to a certain spot or away from the quarterback, it is best to kick a low ball. In kicking in this manner finer accuracy is obtained and there is less danger of the ball's being caught, thereby giving the kick a longer roll.

I sincerely believe that place kicking is far more important than the average coach realizes. I know that there have been dozens of games throughout the country last fall which were lost by a one-point margin. Many of these games probably would have been won had the coach spent a few more hours with his place-kickers.

In teaching place kicking it is neces-

(Continued on page 28)



(From the talking picture "Fundamentals of Football", produced by Electrical Research Products, Inc.)

A Functioning Program in Health and Physical Education

By CHARLES B. LEWIS, A. M., M. D.

Director of Health and Physical Education, Public Schools, Providence, Rhode Island

IT IS most significant and gratifying to note the national recognition given to "Child Health and Protection", which we hope will be followed by standard and uniform health legislation, and will result in universal health practice and appreciation.

The objectives of health and physical education approved and adopted by the White House conference are as follows:

A medical examination for every school child.

Health habits that endure.

A class period in physical education each day for each pupil.

A gymnasium and playground for every school.

The teacher fully trained and accredited.

The coach a member of the faculty.

A graded and scientific curriculum.

Standardized physical achievement tests.

Academic credit for physical education work.

Education for leisure.

An intramural program for after-school hours.

An athletic program for girls planned and administered by qualified women, stressing:

a. Girls' rules for girls' activities.

b. Games and types of competition adapted to age, capacity, and interest.

A program that stresses sportsmanship and ethical conduct.

Opportunities for scouting and campcraft.

Equipped and supervised summer playgrounds.

Provisions for wholesome adult recreation.

The school health program readily divides itself into three parts; health service, health training and instruction, and physical education. Health service includes examination of the pupils by the school physician, follow-up work by the nurse, and daily inspection by the teachers. Health training and instruction include practically what we know about health habits, hygiene, and sanitation, with emphasis on positive health and keeping well. Physical education provides a program of such variety that every student may engage in some form

of supervised physical activity which will result in a sound mind in a sound body and general health development.

Health service has to do with the various protective measures used by the school to conserve and improve the health of the pupils. These measures do not depend upon the knowledge of the pupils, but offer very important opportunities for their health education.

Health service may be defined as the program according to which the school, home, and community unite their efforts to insure to every pupil in school those healthful conditions which are favorable to the best growth, development, and education of which the child is capable. Health service aims to promote individual and group health by means of a thorough and positive health examination for all pupils, to secure the correction of remediable defects, to protect pupils and teachers against communicable diseases, and to assist other school agencies in their efforts to promote pupil health by making accessible to them the knowledge of conditions revealed by the examination.

The health examination is fundamental to health building. A periodical health inventory is an essential feature of the program. The examination aims, (1) to find out the pupil's past health, particularly what infectious diseases he has had, operations, and habits; (2) to estimate his physical fitness and ability to undertake the school program, both physical and scholastic, and (3) to find defects and abnormalities, record them, confer with parents when special treatment or understanding is required, and follow up conditions under supervision.

The health examination, which is also basic to health education, has three purposes:

1. To furnish the most effective occasion for health instruction of a personal and functional nature and to develop the proper interest in good health and the right attitude towards acquiring and retaining it.

2. To diagnose the condition of the health of each individual pupil in order that appropriate remedial and curative measures may be applied.

3. To detect cases of communicable diseases in their early stages in order that proper precautions may be taken to protect other pupils and the rest of the community.

The examination should include the eyes, ears, nose, throat, teeth, glands, skin, heart, lungs, abdomen, back, extremities, nutrition, orthopedic and nervous conditions, mental and emotional states, and general health tone.

There should be a health record card for each pupil examined, on which the findings of the physician in the examination are recorded. These cards should be available to the principal and teachers at all times for consultation regarding the pupil's physical condition. The health record card should be transferred with the pupil from school to school, and it should be given to the pupil at graduation.

Notification slips should be given to pupils for only those defects which may be remediable. The pupils should take the slips home to the parents and solicit their coöperation in obtaining immediate attention to the defect.

All cases should be referred to the family physician or family dentist. When the family is unable, for financial reasons, to secure the service of a physician or dentist, the nurse, after inquiring into the home conditions, refers the case to a medical, surgical, dental, ophthalmic, otologic, or orthopedic clinic.

Effective health work must have a follow-up service. The nurse endeavors to see that the defective cases are treated. She makes a home visit to encourage and solicit the interest of parents for the correction of the remediable defects.

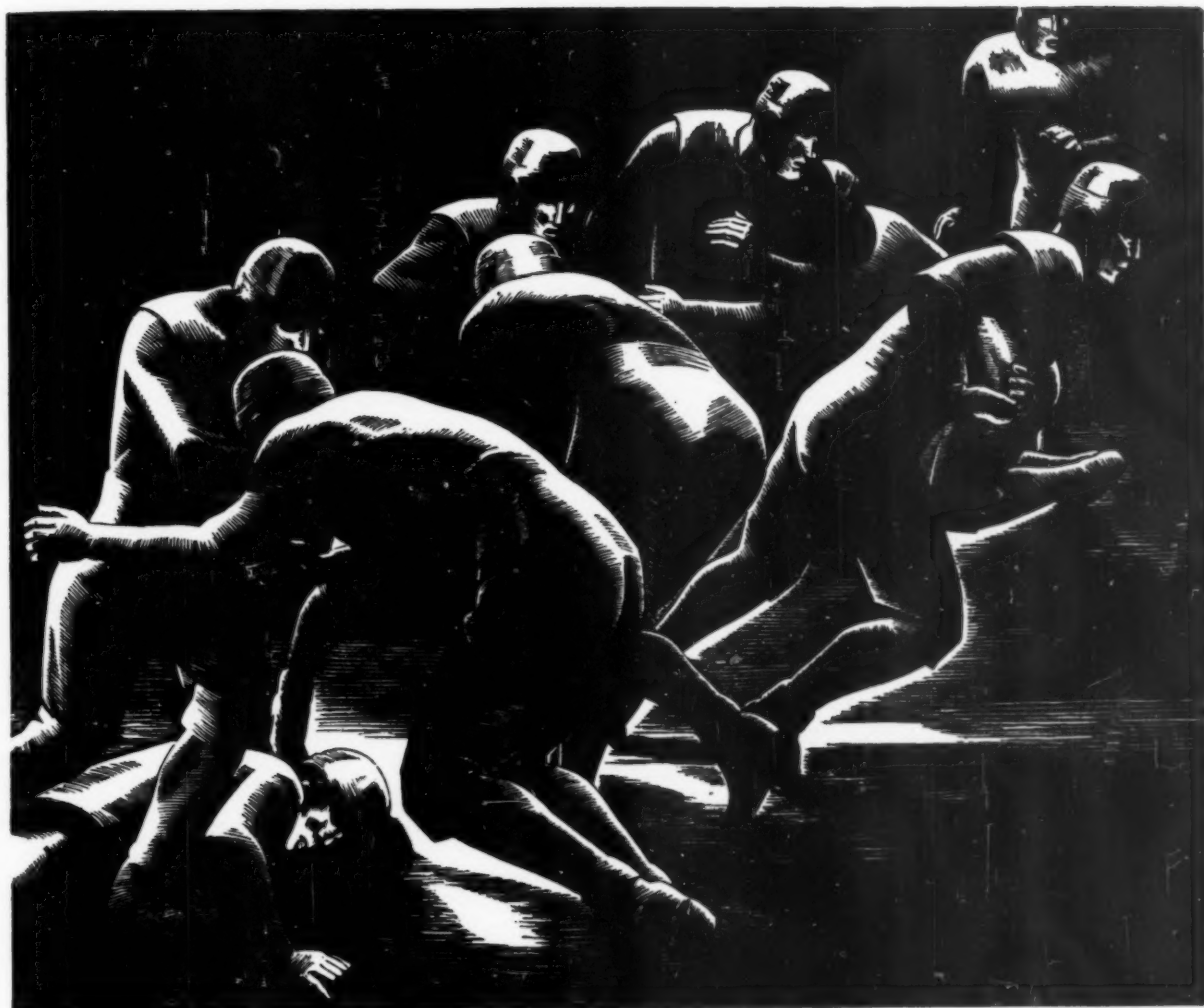
The physicians and nurses should present daily reports of their work. A full account of the health service, with results and statistics, should be prepared by the director and presented annually to the superintendent of schools, and the city and state health departments.

Closely allied to the school physicians and nurses are the principals and teachers, who, by their interest and coöperation contribute largely to the promotion of health and sanitary conditions.

There should be a daily health inspection of all pupils by the teachers, to help detect certain significant and approved signs of health disturbance or the indication of any deviation from normal health.

A modern procedure that has been approved by many school officials is to organize in each high school a health council for the purpose of coördinating health activities, discussing health problems, and

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Courtesy Kleemann-Thorman Galleries, New York.

IT IS evident that L. Hechenbleikner, the artist who did the woodcut above, was not interested in the technique of the line-charge on a centre-rush, for he has his defensive line low and his offensive line high. But the artist has reached above and beyond this to carve some of the mechanistic severity of football line play, and to interpret in his own frank terms, the iron clash of the game as he sees it.



The Physician to Your Team

An Important Aid to the Coach Is the Medical Advisor
Who Understands Football—Tips on Training

By PAUL CORRELL, M. D.

[Editor's Note: Dr. Correll served for eight years as physician to the Lafayette College football team]

LITTLE has been written about the development of the youth of high school age for the great national game of football with respect to the proper care and attention to be given to their physical selves and the bringing forward, from mediocre physiques, of boys who in later life lend themselves to the most vigorous tasks of intercollegiate football. Most of the stress has been laid on the physical care of the boy in college, permitting the youth in high school or preparatory school to drift along by teaching him only the technique of the game, without, in many instances, adequately preparing and protecting him from a medical viewpoint.

The one essential feature in protecting the school, the coach, and the boys who participate, is the choice of medical advice which can be readily accessible at times when men are on the field. So often a trivial injury will go unnoticed to the casual observer and this same slight change be carried on to one of serious import to the well being and safety of the injured. It has happened that so-called bending fractures or green stick fractures in the young have been completed by a continuation of play after the initial blow.

Aside from this, your interested medical advisor soon classifies your players in his mind as to those who are rugged and able to withstand the most severe strain. He also is able to develop a knowledge of those whose tendencies are early exhaustion, physical weakness on effort, and nerve dissipation.

There are physicians in each community who have played football, who understand its risks and who can analyze, in a knowing way, the complaints and dysfunctions of the players.

It is also important to have adequate care and attention, both before and after practice and before and after games, from the hands of those who have some knowledge of general massage, of the application of heat and cold, a knowledge of proper basic principles of

bandaging, as well as strapping with adhesive tape.

The physician and the coach can well train a susceptible individual to this work without too much time being spent, so that he may relieve the physician from details of actual work. However, the trainer of any squad must realize his subordination at all times to the physician and must constantly carry out, in the minutest detail, instructions given by the physician.

Speaking to the coaches to whom come the youth of our land—the boy from thirteen to fifteen years of age, improperly developed and often developed without a deciding balance—it is well to realize that the boy chosen for active football work must first be subjected to a very careful physical examination so as to properly evaluate the various forces and the general function of the respective body units.

This year, the elimination of a boy because he is scrawny, without good musculature, gawky and awkward, is often the elimination of a man who has in himself the best prospects of development that football can offer. The choice of boys must not be dependent upon those who look like already well developed physical prospects. The responsibility of the game is also to pick those who have the framework. In those who have this basic framework, proper play will augment and increase the general physique.

Many men now famous in the annals of collegiate football were the skinny, scrawny, underfed type, so prevalent in the American boy as he enters the high school halls, and who have so greatly improved with proper teaching and football education.

At the opening of the training season, physical examinations should be made, including each member of the squad, to ascertain fundamental basic defects which, in the first instance, may place the boy definitely on the side lines with no definite hope of ever being vigorous

enough to meet the requirements of the present day game of football without unusual risk to his future well-being.

A diseased heart, diseased lungs, or diseased nose and throat leave grave questions for medical advisors of high school and preparatory school teams to decide the advisability of permitting those suffering from such conditions to participate in active football work. Certain types of changes and all these conditions will permit the playing of football and will find in it a definite treatment for good and wholesome progress.

It has also been my experience that playing football by boys suffering with hernia causes an increase in the size of the hernia and adds to the difficulty of surgical correction after years of play. The proper time for repair is before the boy actively engages in football.

It is important, after elimination of those boys unsafe for organized football, to spend a number of serious days in what might be termed "the pre-practice exercise period", which should consist of general calisthenics and setting-up exercises. Together with this, the general throwing of passes, falling on the ball, tackling the dummy, and the charging machine make adequate work for the first week in practice. The obese individuals may push the general exercise to its limit and those underweight should be permitted to omit at least fifty percent of general systematic drill.

This work should be increased, after the usual period of strains, pulls, charley-horses, bruises and foot blisters have gone by, so that at the end of a week or ten days of practice these informal line-ups might develop into a more severe test by having opposing teams and partaking of a real active dummy scrimmage. As soon as resistance is developed in the squad and as soon as the number of bruises, blisters, and muscle pulls are at a minimum, with a fair resistance of the squad, general scrimmage should avail itself and be partaken of.

(Continued on page 24)

Archery Is a Sport for All

Arrows Fill the Air Now as They Never Have Before, and They Promise To Become Even More Numerous

By PHILLIP ROUNSEVELLE

Well-known Instructor and Author on Archery

ARCHERY is a practical and economical sport for high schools. It fits in with any kind of a program, and fills a space that can be occupied by no other sport. With modern methods it is exceedingly easy to teach, and beginners can make excellent scores right from the start, which is the only thing they need to keep up their interest. Good equipment is not expensive, and with even reasonable care, will give very long service. Trained instructors are available in every part of the country; instructors who know how to get results promptly and effectively.

If anyone had asked me five years ago whether archery would be practical for high schools, my answer would certainly have been "no". But a great deal has happened since that time that has made a drastic change in conditions. In the first place archery is more popular today than it has ever been, and the popularity is of a sound, steady nature. It has not been a boom or fad in any sense, but the growth of archery clubs has been normal and healthy.

In the 1870's there was a great archery boom of an entirely different nature, as the sport swept over the country like wildfire. At that time, however, no reasonably priced equipment was available and the archer had to rely for the most part upon crude, home-made bows and arrows, with the result that the fad died out within a short time, because good shooting is impossible with crude equipment.

There is keen competition in the archery field today, and good equipment can be secured for moderate prices. This is one of the biggest reasons why archery has grown so rapidly. With all of this interest in shooting in clubs, there is naturally a very considerable amount of interest reflected by the student body in high schools. Any coach who considers archery will find that he has a large number of students already interested in the sport.

Another reason why archery is especially desirable to high schools is of an entirely different nature—it has to do with the emphasis that educators are now

placing upon the individual sport. What can we give high school students that will stay with them the rest of their lives? Archery has advantages that are possessed by no other sport. You do not need a carefully prepared court, as in tennis, nor warm weather, as in outdoor swimming. You do not need a half acre or an acre of ground per person, as you do in golf, nor a whole team, as you do in baseball. All you need in archery when you get out of school is almost any backyard, a bow, a few arrows and a target, and you can make the latter out of straw bales if you want. In the winter you can shoot indoors. Age or youth is no bar, and neither is sex. Those farsighted coaches who are trying to give their students not only well-developed bodies, but one or more interesting pastimes to last them the rest of their lives, should under no circumstances, overlook archery.

Can archery be taught effectively in high schools? It certainly can! It can even be taught in grammar schools, at least above the fifth grade. I had wanted to satisfy myself about this, and three separate times during the past year, I have taken archery classes of high school age. One of the first classes I had was at Thornton Township High School at Harvey, Illinois, just a few miles from my home. I had a class of thirty students for one and a half hours each evening after school. I was much surprised that they were every bit as good as the average college class, both in shooting form, and

in ability to analyze their own errors and to improve their scores. This particular class was, in fact, a revelation along these lines, as I had expected to find my work much more difficult than the instruction that I had been giving in various colleges.

Much to my surprise, I found that instead of going too fast, I was, if anything, going too slowly with this receptive high school group. At the end of the third day, which means at the end of four and a half hours' instruction, there was hardly an archer in the whole class of thirty, who was not making a consistent, regular score, and several of the archers had missed the target only two or three times during the whole last lesson.

There are three possible approaches for archery in the high school. The first is for restricted and corrective purposes. This must be handled with tact and care, as otherwise the students may get the idea that it is a sport only for weaklings and correctives, and for this reason may look down upon it. If archery is used for corrective purposes, it must be emphasized that a sport which develops the underdeveloped, will certainly help to keep the normal person in perfect condition.

The second possibility for archery is as an extra curricular activity. Nothing is quite so satisfactory as an incentive for a club. Many schools give "Robin Hood", or other plays, and raise their own money for tackle.

The third possibility is the regular archery classes on the same basis as the sport is handled in college. Here it is offered on a par with other activities, and men or women may sign up, just the same as in swimming or anything else.

It is not possible to tell which is the best method. Your own situation is the best guide. If you have the funds for the equipment, you would get a great deal more interest than if the students would have to raise the money themselves, but regardless of where or how you arrange to finance the sport, be sure not to overlook it entirely, and many of those who learn to shoot in your school will probably continue the sport for the rest of their lives.



My Backhand Was Weak —

And So Was the Physical Education Department

By JACK LIPPERT

WHEN I was in high school ten years ago we played a lot of tennis, but we played it improperly. It was because we didn't know any better. We had nice courts, rather respectable nets (but no centre-strings), and a pleasant environment to play in. Everything we had was good except our strokes. We shoveled our backhands and half-Lawforded or half-murdered our forehands, and had a good time doing it. So why a complaint?

Well, we didn't complain at the time, though we observed that every effort was made to provide coaching for the football, basketball, baseball, track, and swimming athletes. A number of us want to complain now because we feel that our present enjoyment of tennis would be greater had someone in high school taken the trouble to start us stroking the ball correctly. No one did this, and since the only tennis we saw was that which we and dubs like ourselves played, we chopped and struggled on blissfully in our ignorance.

A complaint is justified, I believe, on the supposition that there is less fun in playing dub tennis than there is in playing the kind which will improve with experience. I have no way of determining how many high schools of today leave the tennis player to struggle for himself, but from a number of sources I gather that, while the condition is improving, there are still many schools negligent of their duty to the individual-sport athlete.

It is perhaps too much, even at this time, to ask every high school to have on its staff an instructor for the individual or carry-through-life sports. Yet, it would seem, from an educational pinnacle, to be the path to follow in the future. High school principals about to select a mathematics teacher will often pick the man who knows his football equations, too, in preference to the pure mathematician. If this is a good practice (and why is it not?) it would seem just as much in order to examine the forehand drives of a Latin expert before giving him or her the appointment.

At any rate, here poses a problem for the educator whose field is the secondary school. That the school has an obligation to meet in providing the proper sports-background for the child's cultural development is taken for granted, since

there is no other agency so well situated to provide this background. And it would seem that the school which gives instruction only in the team games which the student must perforce drop at the end of his school days, is not meeting its obligation.

In the high schools where the responsibility of coaching all the team sports and providing physical exercise for the non-athletic students rests on the shoulders of one man for the boys and one woman for the girls, it is not a question of what the instructor would like to do, but of where can he or she get the time to do it. The fault or short-sightedness is usually not the instructor's, but the community's. The school board and the school principal who know values are the ones in the best position to bring about a remedy.

If the objective from the administration's viewpoint is clear and desirable, then the way for the physical education department is paved. The instructors can set to work encouraging everyone in school to take up at least one individual sport, with provision made for some coaching and correction, and where the time allows, one team sport. If the physical education department of my high school had had its work so well cut out and supervised, I should not have been so long delayed in achieving a potent stroke off my backhand!

Concerning Jack Lippert

MR. LIPPERT, who wrote this article, is the editor of *SCHOLASTIC COACH*. He has had a varied and interesting experience in the world of sport, an adventure which carried him into schools, newspaper offices, and to the playing field itself, for Mr. Lippert plays the games he writes about. He has just finished his summer duties as director of a large boys' camp where, between taps and reveille, he managed to find enough time to produce the September *SCHOLASTIC COACH*.

During the academic year 1930-31, Mr. Lippert served as athletic director at one of America's most unusual schools—Avon Old Farms at Avon, Connecticut. It was from this green pasture of education that, after considerable persuasion, the publisher of *SCHOLASTIC COACH* was able to drag him.

In 1928 Mr. Lippert graduated from the Columbia School of Journalism and immediately thereafter joined the sports staff of the New York *WORLD*, where he became that paper's expert on tennis, track and field sports, basketball, and wrestling. He regularly covered the big football games of the East, and his assignments carried him into every nook and cranny of sports, both amateur and professional. He has coached football, basketball, track, baseball, tennis, and swimming, at Grace School, New York. Before entering the Columbia School of Journalism, he coached boys' teams in Pittsburgh, where he was also one of the high-ranking basketball referees, and was a sports writer on the staff of the Pittsburgh *PRESS*.

—G. Herbert McCracken, Publisher

NEW BOOKS ON THE SPORTSHELF

TUMBLING ILLUSTRATED, (A. S. Barnes and Co.) by L. L. McCloy and D. N. Anderson, Y. M. C. A. physical directors, lives completely up to its name, for on every one of its 200 pages there is at least one strip of drawings showing the safest and sanest way to enjoy the sport of flippity-flop. And on many of the pages there are four and sometimes five and six strips, making this new text book about the most profusely illustrated treatise on tumbling that has yet appeared.

Mr. McCloy is known as the author of the book, but it is Mr. Anderson who wrote the music, and who is named by the liberettist as "co-author" because of the indispensable nature of his drawings.

"Tumbling Illustrated" has a sequence based on the difficulty of the exercises. You begin with a forward roll (if you begin at all) and grow into a backward roll, then into a dive, and later on you acquire a helpmate who throws you from

one place to another, and engages in cradle-rocks with you. Things get very exciting as you enter the more advanced exercises. At one stage your company numbers six or seven, you become a clown, and later on an acrobat.

For those who want to tumble (or who only want to teach tumbling!) this book of McCloy's and Anderson's should be a first-class guide.—J. L.

WILLIAM J. SHEELEY has again produced his paper-bound volume of football rules in question and answer form. "The Football Quizzer," 1931 version (A. S. Barnes Co.) plumbs the intricacies of playing-field legislation, asks and answers most all the questions that develop in the course of a season, and some that come up only once in a lifetime. It cites actual plays from great games of the past, and shows how in some of them the high-priced, but human referee, misinterpreted the rules.—J. L.

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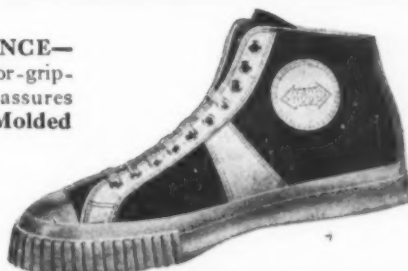
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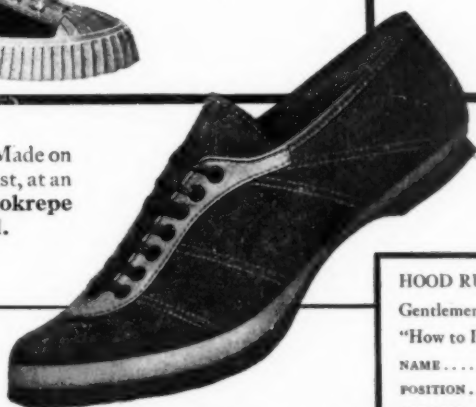


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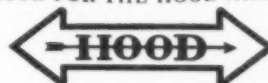


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Principles of Teaching a Fencing Class

A Well-known Expert on Sword-Play Writes Informally
for the Benefit of the Physical Director Who Is Not
Fully Versed on the Subject

By RENE PINCHART

Coach, American Olympic Fencing Team

SINCE repetition plays such an important part in the development of the embryo fencer, it is necessary for the teacher in charge of a class of beginners to keep the class busy and to hold it in hand and disciplined. Otherwise, the repetition of the fundamental movements will become an annoyance to all but the most ambitious learners, and the class *esprit de corps* will suffer.

Before meeting with the class for the day, the instructor should have in mind the one important movement which he intends to specialize on, and have his class strive for perfection in, for that day. Whatever other movements are practised that day should be subordinate to, and merely relief from the tedium of, the major movement which the instructor has in mind for the day's practice.

Do not progress too rapidly with the class, but it would be "too slow" to wait until perfection had been gained in one movement before going on to the next. Class perfection may never come, and so therefore do not wait for it; what you as instructor may think is perfection in individual members of the class will usually be forthcoming to reward your efforts. Be satisfied with the improvement of the ensemble of the class and pass on to another movement. I hope it is not saying something too discouraging when I say that perfection in fencing takes many, many years.

The following has been found to be a good plan for teaching beginners in a group: Line the pupils up in one row of not more than twelve, a little more than one yard apart so that they cannot touch each other and cannot play, or push and otherwise distract each other. The tallest member of the class should be placed on the right and the teacher on the left, so that all pupils can see the teacher more easily.

In the preliminary position, from a position facing forward, (each pupil of the class should) turn a quarter to the left, the two feet forming a right angle, the forward foot pointing to the adversary, the heel of that foot in front of the heel of the rear foot. Execute this motion ten times, for though it is not really of much value as far as fencing goes, it is an easy way to get order and discipline, and is an easier way to learn the first position than by trying to take that position directly.

The "on guard" position is the one

which the instructor will want to have his class take up first. In the position "on guard" the body is evenly balanced, with the knees out, and the spine vertical. Do not turn the upper part of the body too much to the left, otherwise the under part of the body follows the motion and the balance is broken. Several ways of correcting faulty balance are: Rise to the point of the toes; or, if the pupil is too much on the forward leg, have him or her make one step forward and he will understand that he is not well balanced because before he can make the step forward he will have to shift the centre of gravity backward.

Assume the position "on guard" ten to twenty times. Combine it with rising on the point of the toes, and turning the body to the left. If the hands are on the shoulders, extend the arms laterally. As the right shoulder is forward, extend this arm in the direction of the imaginary adversary and extend the left arm backward. When you feel that the guard is more or less well understood, make steps forward.

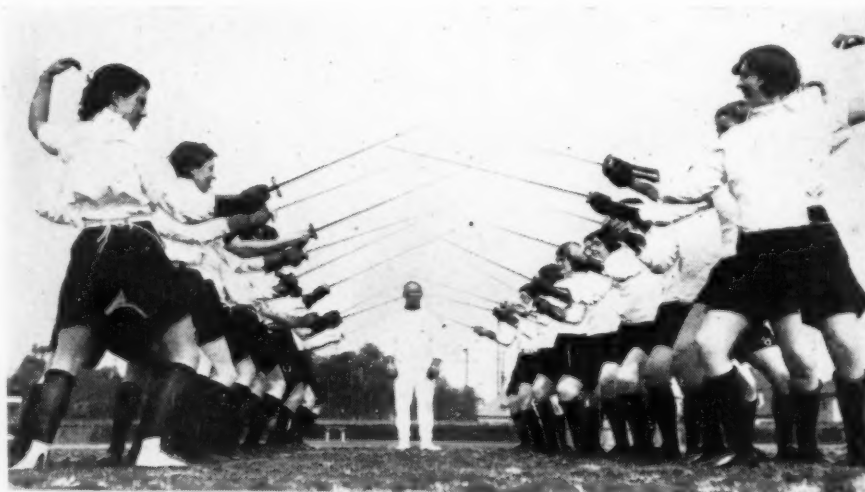
The forward step should be very short. Usually it is too long, for the longer the step, the more time and energy it requires, and the more it destroys balance, for it shakes the upper part of the body and has a tendency to become a little jump. While taking the steps forward, observe that the body stays straight, and the shoulders horizontal, and low. In the beginning there is always a tendency to raise the shoulders, and this makes the hand go up and down. Watch the forward knee and foot—they have a tend-

ency to shake inwards—(inwards means to the left for a right handed person). All the members of the body should move in the direction of a line passing through the middle of the left heel and the middle of the forward foot, which is also the direction of the adversary. Make that motion twenty times, combining it with the first position of on guard, rising on the toes, and turning the body to the left.

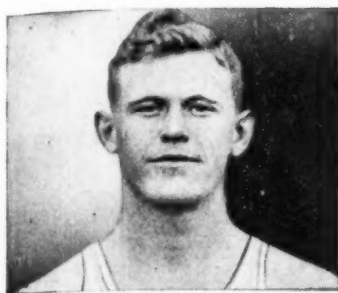
The rules for the forward step hold true also for the backward step except that the backward step may be a little longer, as the danger is not so great as in the forward step. See that when the step is made the upper part of the body is pushed directly backward, for the object of the step is to take that part out of danger. Ordinarily the opposite happens; the foot that is behind moves backward and the body in compensation moves a little forward, which is wrong. In the backward march there are two motions. First the right leg pushes the left foot and the body backward, and then the right foot is brought back into the position of the guard. In the forward march it is vice versa. Combine the backward march with the forward motions. Stop with every motion so as to control balance and the form of each position.

THE LUNGE—The lunge must attract much attention and must be repeated hundreds and hundreds of times, because it is very hard. When you see it automatically executed in a hard fought bout, realize that the automaticism must have been well established so that nothing can disturb it. To arrive at that point you must repeat, repeat, and repeat that motion always more and more. The lunge is the most important of all fencing motions in the bout, because it is more or less entirely physical. Brain work and hand work are more or less the result of older

(Concluded on page 30)



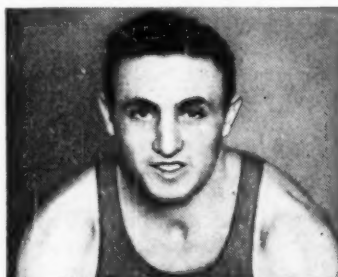
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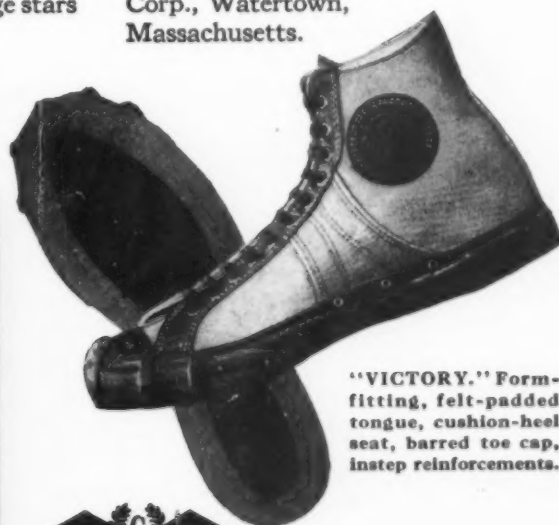
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Balance in the High School Attack

(Continued from page 7)

have two good flank plays to the strong or long side of your formation, one of which goes inside of the defensive end, and the other sweeping around the end. This enables you to cope with different styles of defensive end play. The off-tackle play to the long side, just inside of end, from the Warner one-wing-back formation is one of the most powerful plays in football. A cut-back play, which starts like the off-tackle plays, and cuts back inside the defensive tackle on the long side, should be in your list of plays.

For plays between the defensive tackles, there should be powerful tandem bucks or plunges to attack every opening including the hole between the short-side defensive guard and tackle. To these plays must now be added a criss-cross or reverse play that will attack the opening on the short side, between the tackle and end. This play must not depend upon deception only. It must have well-timed interference that will take care of the defensive men in the area attacked. With slight modification, this reverse play can be run around the short-side end. In addition to these plays you should have a spinner, or fake reverse, involving the hiding of the ball, which may attack any opening between the defensive tackles. A straight slant just inside or just outside the defensive long-side tackle, with the rear back carrying the ball should also be among your plays. This gives about a dozen plays from the right formation. The same plays when the line and backs are unbalanced to the left would amount to twenty-four plays.

What about your forward passing plays? Here again the coach may make the mistake of teaching too many passes. From the one-wing-back formation you will usually send down three men on passes and at times four men may be sent downfield as receivers. If you are using an optional system of passing, each pass has three or four possible plays in it. If you pass to a definite receiver on each play, each pass may be considered as three or four different passes. It is my opinion that four or five passes, with their variations as to receivers, are sufficient for the high school team. You will get much better results if you limit your number of passes, and then work for perfection of execution between your passer and receivers. Unless this perfection is established, the forward pass is only a hit-or-miss weapon. To fit in with our style of offense your passes should be of three types: (1) You should use a reverse pass that starts like your reverse play and ends as a pass. This pass is very effective if your reverse play has been gaining ground. (2) A second type of pass should start like your flank play. The passer should then stop, after faking his run, and make the pass. Some exceptional passers are able to make this pass while on the run. (3) The third type is the kind in which the passer, usually the rear back, fades back before the ball is passed from center, and who

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makes his pass after taking a few steps after receiving the ball.

An attack to be effective must have sequence. Certain plays must be definitely established by use. After these basic plays have been established, other plays starting like them, and depending upon them, are effective. In the plays outlined above we have a perfect sequence in our reverse play, our spinner or fake reverse, and our reverse pass. These plays should be so worked out that they start alike and that the defense will be kept guessing at the start as to which of the three plays is to evolve.

On straight smashes into the line the rear back can fade back before the ball is passed. When he fades back the opposition will not know at first whether the resulting play is a buck or a pass. If the rear back in the formation is a kicker as well as a passer, he can fade back and quick-kick instead of passing, and thus add another very effective element to the attack. The "stop" pass should start exactly like the end run to the long side, so that in its inception the defense will not know whether it is a run or pass. The more the play looks like a run, the more effective the pass will be.

In addition to the close formation your team must have a punt formation. This formation will be used in the main for kicking purposes. In the punt formation I believe the line should be balanced. From the punt formation, you should have bucks to either side of the center. When these bucks are pulled unexpectedly they often gain a lot of ground. You should also have an end run to both right and left from the punt formation. Add to these plays two or three good passes and your punt formation will be quite efficient.

In this discussion I have minimized the stress to be put upon trick plays. As real ground gainers I question if they are worth the time that it takes to perfect them. They are useful to add variety to your attack and to keep your opponents guessing. Occasionally they will result in a long run and possibly may score a touchdown. However, I believe that it

(Continued on page 29)



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Out of the Huddle

A SURVEY of outstanding athletes of the Chicago Public High School League who were graduated last June, made by the *Chicago Tribune*, revealed that most of the chosen players had decided on Northwestern and Illinois for their college education. Two of the boys will go south to the University of Alabama, while one will go west to the University of Southern California.

There will be no night games for the Chicago league teams. A. H. Pritzlaff, secretary of the league, strongly opposes the playing of football games after dark.

R. J. Thielbert, for four years coach at Proviso High of the Suburban League, resigned at the close of the spring semester.

Mills Stadium, a large park on the west side of Chicago, will be the scene of several Catholic League football games this fall. St. Philip and St. Mel played there last year in two games under the arc lights.

THERE have been few changes in the coaching positions in the Kansas City section. At Argentine High, George Holtfrerich's place has been taken by John Lonborg, who for several years was athletic director and head coach at Liberty, Mo., High.

Two or three of the coaches aided Louis Touton at his boys' camp in Michigan, several remained in the city, while two attended summer coaching schools.

It is expected that golf will have a part on the interscholastic schedule in Kansas City next spring, with Herbert Campbell, an instructor at Paseo, as the directing spirit.

IN THE opinion of a number of Washington (D. C.) coaches, including Charles Guyon of Eastern High and Elmer Hardell of McKinley, it is not a good practise from the point of view of the coach and educator, for the newspapers to make all-scholastic selections. Seven of Hardell's boys were unanimous choices on the 1930 all-high football team.

Another local high school, Central, will taste football under the floodlights on Sept. 25 in a game with Baltimore City College at Baltimore.

Last year McKinley played two games on successive days, and so successful was the experiment that it will be repeated this fall. On Sept. 25 McKinley will play Baltimore Poly, and the next day in Winchester, Va., Hanley High will be played. McKinley, which carries a large squad, is held to be capable of 120 minutes of football in two days.

Lynn Woodworth, Business High coach, again passed the summer in

France where he directs a boys' camp. Cliff Moore, Western High basketball coach, directed a boys' camp at Mystic, Conn.

HIGH school football in western Pennsylvania has developed in recent years to the point where it is not uncommon for a game to attract 10,000 spectators. The average attendance is about 4,500.

Fred Landucci, our correspondent in Pittsburgh, writes: "This increased interest has tended to create a great deal of changing of positions among the coaches, for not unlike the college coach, the high school coach in this district must now produce a winner in order to hold his job in many cases. This is not so true of the Pittsburgh city high schools as it is of the suburban and Greater Pittsburgh district schools, where the revenue from football must carry the burden of financing other school sports."

Another reason advanced for the recent shifting among the coaches is the adoption by the Pennsylvania Interscholastic Association of the rule requiring the coach to be a faculty member and a teacher of an academic subject.

The membership of 126 schools of the Western Pennsylvania Interscholastic Athletic League has been divided into two classes, A and B, and there is a strong feeling in favor of establishing a third grouping, a Class AA. It is understood that if this double-A group is formed it will embrace the twelve schools that have had the most impressive records over a period of years.

At least five schools will play night games this fall. New Castle, pioneer in night-time football in the western Pennsylvania district, will have at least four games in the nocturnal element.

Spring football games afforded a novelty in western Pennsylvania this year. New Castle and Erie Academy played a spring night game, and in Westmoreland County, Mt. Pleasant, East Huntingdon, and Rockwood conducted a series.

UP BOSTON way, high school athletic plants are rising up in great numbers. Newton High and Brookline High have acquired first class facilities. Leominster, a small school upstate, has a stadium and a fine team to put into it. The crowd at Malden High's games can number 17,000 and be comfortably seated in a part-cement structure.

JOSEPH C. SALTMAN, chairman of the department of health education at Franklin K. Lane High School, in New York City, a school which does not have a football team, urges that football be

dropped as an activity in high school circles. He brands football in the New York city schools as "the only blemish on an excellent program of health education activities." He recommends that touch football be played instead. Saltman, who is a physical education teacher, gives the following reasons for his objections to football in the New York Schools:

"1. There are too many hazards in the 'tackling' and 'taking out' tactics.

"2. The growing boy (fifteen to eighteen) is not ready for a game that is so highly specialized and that calls for so much body contact.

"3. The high school boy should devote his time to building power, endurance, and speed, without the interference that comes from injuries. He should, if interested in playing college football, give all his time to learning the techniques of the game, such as kicking (punt, placement, and dropkick), throwing and receiving passes, open field running and the rules of the game.

"4. A few of our successful coaches stated that they would not permit their own boys to play high school football.

"5. The high schools cannot give their football players the same health protection that the college player receives.

"(a) It takes a large staff of expert coaches to train a college football squad. High schools cannot afford this expensive instruction. The high school coach, in most cases, works alone, and is obliged to teach boys who know practically nothing about the game.

"(b) Colleges provide trainers and doctors at practice sessions and at games. The high school coach is the manager, trainer, doctor, and adviser, and carries a teaching program in the school.

"(c) Equipment that affords the most protection against injury is expensive. Some colleges spend as much as \$100 for one player's outfit. High schools cannot afford this protection.

"6. The playing facilities in high school are inadequate. Many schools have no practice fields, and the boys are compelled to travel to distant parks. After a few hours of hard drilling they arrive home late, too tired to eat and too tired to study.

"7. It is doubtful whether parents generally want their boys to play football in high school.

"8. There is an excess of newspaper publicity, and the high school boy is not old enough to shoulder the burden. As a result, we find the swaggering, boastful type of athlete who assumes the privilege of cutting classes.

"9. Genuine and lasting school spirit or 'morale' does not grow out of a sport that creates a specialized athletic group so sharply separated from the rest of the student body. More than one football rally a season is necessary to coax student support.

"Touch football retains all the spectacular features found in college football, but eliminates the aspect of gladiatorial combat. . . . It is a game more suitable to the age of high school boys.

"The college, as a result, will receive finer and more abundant material from which to mold football stars. They will receive boys minus trick knees, sensitive elbows, and bruised hips, and the charges against the colleges of subsidizing athletes will be minimized."

The following are ways proposed by Mr. Saltman to eliminate scholastic football gradually:

1. By substituting "touch football" (two hands).

2. By recommending that schools with no

(Continued on page 24)

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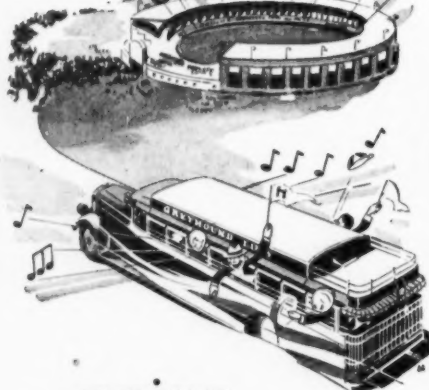
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The Physician to Your Team

By PAUL CORRELL, M. D.

(Continued from page 12)

The important thing in scrimmage is to make it fast and furious while it lasts, prevailing upon each boy of the twenty-two to give a hand every minute he is in the fray. Most serious injuries happen when boys do not give their all and not when they put everything they are capable of back of their game. Very few men are hurt in hard games while many men are injured in the so-called set-up games.

The tendency for scrimmage is to develop two things—(1) a proper physical and mental resistance against stress and strain, and (2) to put into force the technique of offensive and defensive football as a team problem. The latter often makes it necessary to continue scrimmage through indefinite periods. The former makes it only necessary to use scrimmage for conditioning purposes until the squad develops a physical resistance and a morale worthy of its capability.

A continued scrimmage either over the very protracted period in one given day or a series of scrimmages continued without justification throughout the season lends no force to the individual or collective team play of any given squad. It rather tends to burn up the reserve physical energy and thereby produce an over-taut and dissipated nerve energy which ends in a general relaxation and is demonstrated by a lack of high winning morale.

No team is better than its capability to develop the spirit and the will to win. Therefore, this is most easily destroyed by over-dissipation of physical strength in protracted and continued scrimmages often continued far into the playing season.

A serious factor early in the season often is the development of blisters of the feet, frequently due to improperly fitted wool socks, or shoes which are too large and in which there is more than usual mobility for the foot. These conditions must be accurately treated and guarded carefully lest they become infected.

The proper treatment is to have the condition treated with antiseptic solutions and compresses strapped firmly over the affected parts. It is useful to use five to ten drops of ten per cent formaldehyde solution in each shoe during the process of development and final healing.

So-called muscle pulls, ankle twists, and any sprains which occur early in the season due to over strenuous efforts on the muscles when the tissues are still soft must be cared for with massage and heat, using ankle supports at all times and watching carefully to prevent over-pulling the lateral tendons of any joint.

The so-called charley-horse must be treated, and if found severe, the injured must be relieved from active duties on his feet. Heat and diathermy are useful in the acute onset of charley-horse with the application of pressure and straps

to immobilize the already damaged muscle and to find proper absorption.

So-called athlete's foot or gymnasium foot, which is demonstrated by blisters in the folds of the toes with itching, requires vigorous attention to prevent spread of infection to the entire squad, and risk of serious infection. It should be treated by adequate care and consideration of the shower rooms, gymnasium floors, and by immersing the player's woolen socks in bichloride of mercury solution. Certain preparations and invaluable combinations can be procured from your medical attendant which will correct the given case with dispatch.

The question of teaching the necessary training rules as are generally followed in the college is one worthy of consideration by the average football squad in any high school or preparatory school. Food should be wholesome and plainly cooked. Extra starches and excess sugars should be eliminated, except for those individuals who are over-fine and who show the results of dissipation of physical resources beyond what is expected. Plainly cooked beef, lamb, mutton, fish, and fowl, with the general run of vegetables, appear to be the wholesome type of diet on which the American athlete best prospers. There is little need to add the modern made bread with our patent flour and certainly no reason to augment it with many of the non-productive modern desserts such as pies and cakes.

It is important to carefully watch and note the question of constipation in individuals who are sluggish and in those boys whom we often call "slow thinkers". In youth, constipation definitely affects, in many instances, those resources which are so necessary for quick thinking.

Sleep is the most useful adjunct to proper football training that we have. Ten hours sleep is desirable for it brings back the tired boy of today to a virile and powerful one of tomorrow.

Out of the Huddle

(Continued from page 23)

practice grounds within walking distance abolish football immediately.

3. Require doctor to attend every practice session and eliminate service of pupil first-aid clubs.

4. Make parents sign parental consent blank to play football.

5. By limiting the number of seasonal games to five, "not seven, eight and nine."

6. By sport writers refraining from picking "all scholastic" teams, and by forbidding giving of gold football awards to players.

7. By omitting football dinner at season's end, win or lose, and establishing an athletic dinner at end of year for all sports.

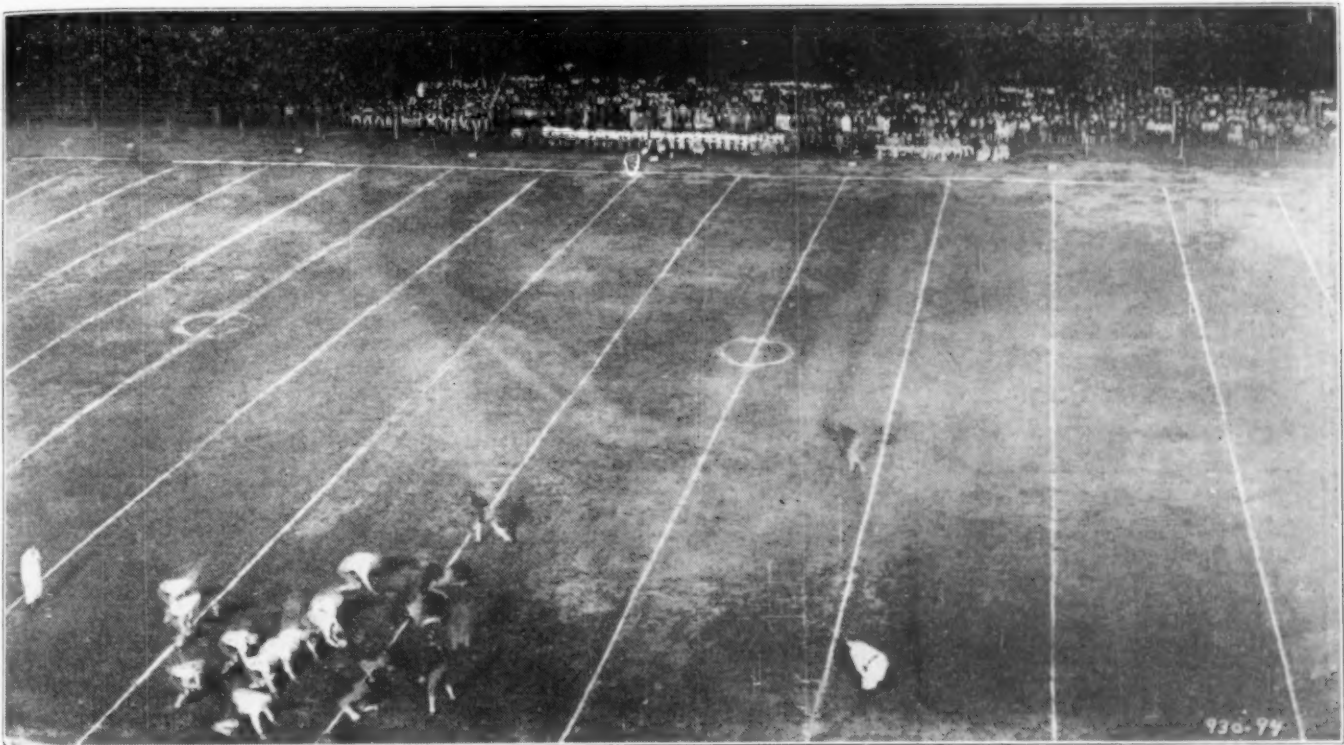
8. By supervising more rigidly the form of rules and regulations of sport.

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A Functioning Program

By CHARLES B. LEWIS

(Continued from page 10)

improving the health conditions among the pupils and in the school environment. This council ought to include representative teachers from all departments, more especially health and physical education, science, home economics, guidance, special activities, cafeteria, etc.

The health objective in education is now recognized as one of the foremost aims of the school. As the pupils gain in health they will do better school work, and will be better equipped for life.

Health education is concerned with the factors which influence habits, attitudes, and knowledge relating to individual, community, and national health.

The goals of health education are, briefly: to establish health habits; to give the pupil the practical knowledge of the principles of healthful living; to develop health ideals; to arouse a sense of individual responsibility for the health of the community and the responsibility of the community for the health of the individual.

The health teaching in the high school will emphasize: (1) The social and community aspects of health, and (2) the scientific foundation for health habits so that by the time the pupils reach maturity they may decide all health problems upon a rational basis. The pupils will then continue to check their own health behavior, to be sure that their ideals and information carry over into action.

The pupils should develop a scientific attitude toward health. In the previous grades much has been made of forming health habits. One of the purposes of health instruction in the high school is to give the pupil a scientific background of health information. The purpose is to present reasons for formation of health habits, in order that there may be more intelligent and, consequently, more effective practice of them. It is important that there be continued and persistent effort to retain good habits and to fix new habits not yet made automatic. It is not sufficient to furnish merely a body of health information. This must be accompanied by the development of a health consciousness.

The purposes of this course, therefore, are to perform adequately three important health functions:

1. To fix health habits. (a) To supervise the practice of health habits in order to prevent lapses. Health habit practice needs continued checking and stimulation, reinforced by the social, emotional, and intellectual appeals appropriate to adolescent boys and girls. In this field the course encourages the organization of a wide range of health projects in the form of campaigns, exhibitions, routine inspection, pageants, thoughtful investigation of the physiological effects of particular habits, and an effective program of physical education activities. (b) To foster additional health habits peculiar to

adolescence and maturity. There is opportunity here for the recognition and treatment of individual and group needs regarding health practice.

2. To give health information—More detailed information concerning anatomy and physiology is presented in order to form a basis for the thorough understanding of the reasons for the continued practice of health habits. Thus are health habits raised to the level of consciousness and made meaningful. Superstitions regarding health and disease are dispelled. Preventive health consciousness replaces remedial disease consciousness. Health information provides for an elasticity of behavior, which is essential to the continuous adaptation of an individual to changing conditions of environment.

In further support of this purpose there is introduced a study of conditions to be avoided or remedied. This is a negative treatment, but is introduced as fundamental to a very positive health habit; i. e., the consultation of a physician upon the appearance of any suspicious symptom.

3. To develop a health consciousness—From an effective body of health practices supported by reasoned laws of health there should emerge a will to health—a positive attitude of striving for more abundant life through increasing healthfulness, both physical and mental, as individuals and as social groups.

4. Safety education—To fix habits of safety on the street, in the school building, and on the playground. Boys and girls should be organized into safety squads and safety patrols.

There must be provision for at least one period of health training and instruction each week. It is necessary for teachers to keep themselves physically fit and teach health by example. There should be an interesting and instructive health course, with a good text and supplementary books. In a modern program instruction is directed towards the development of healthful habits and attitudes. Activities are provided that appeal to the pupils' interest. The desire to be fit for participation in sport should be used as a motive for observance of the health rules. Pupils may be encouraged to use health devices, study health projects, solve health problems, and form health clubs. Health education should not be considered as a separate subject. If it is to function it must be an integral part of every course of study. Every part of the school curriculum is concerned with health education and should be made contributory to the acquisition of ideas or ideals and the formation of habits affecting the pupils and the health of others.

Physical education is another important step in the ladder of educational progress which contributes to good health.

Modern physical education courses are planned from the hygienic, corrective, and recreative viewpoints. Each branch of activity is given its proportionate value.

The work in general is for the good of the greatest number, with all possible consideration for individual needs. The object is to develop the vital structures and functions, to build up the chest, arms, and shoulders, to give all-around development, and to promote health, skill, strength, and endurance.

The high school age is a period of vital importance in the boys' and girls' physical and moral development. To the physical education department falls the major responsibility, because of the intimate contact in critical situations. The avoidance of over-strain is an essential factor in the care of this group.

We should give prominence to well-selected, regulated, and directed physical activities appropriate to the age, grade, sex, and physical fitness of the pupils. The program content should consist of tactics, fundamental free exercises, apparatus, stunts, tumbling, skills, dances, games, and athletics, with individual, group and mass competition. The after-school activities should be appropriate to the season of the year and should include football, tag football, soccer, tennis, hockey, swimming, hiking, volleyball, basketball, handball, skating, baseball, track, and field work.

The objectives of the activities in this program are as follows:

1. In fundamental free exercises; to make the body a plastic instrument for expression; to develop strength and organic vigor.

2. In squad work on apparatus, stunts, and tumbling; to develop leadership, followership; to increase strength and skill; to exercise courage and determination; to prepare for self-directed activities.

3. In dancing; to develop graceful rhythmic expression and poise; to adapt steps to music; to produce creative expression.

4. In track, field, and game skills; to develop organic vigor, strength, speed, agility; courage, alertness, determination, self-confidence; coöperation, sportsmanship, play spirit; a socialized membership in the group.

There should also be a program of preventive and corrective exercise for those pupils who may have physical disability, and for those with defects of posture or bodily mechanics.

The boys and girls should have separate gymnasiums; there should be men instructors for boys, and women instructors for girls. The proper time allotment is at least two periods a week of fifty minutes each, providing for a good balanced working program and a bath. It is preferable to have the work done outdoors when the weather permits.

It is desirable to appoint pupils as leaders when it is practicable. In games, the referees and umpires may be selected from the more mature pupils. In apparatus work and other stunts they may not only demonstrate the exercises, but also guard against accidents. In dances the skillful pupils should lead. The teachers should constantly endeavor to encourage the development of initiative and the ability to lead when there are indications of such tendencies.

All fit pupils should be encouraged to

(Continued on page 30)



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Conger Discusses Cross-Country

By RAY CONGER

(Continued from page 8)

getting places. I probably did more running than do most fellows who are on the squad.

Following are some suggestions that might be valuable for a high school coach to keep in mind:

1. Two or two and one-half mile cross-country courses are long enough for the high school boy.
2. Select only boys who are normal in height and weight as well as those who have normal hearts.
3. Put them through a six weeks' training period.
4. Do not make winning the only goal.
5. Lay out an easy, as well as pretty, course.

6. Give them regular work.
7. Teach them to enjoy their associates.
8. Do not drive them hard.

If these suggestions are followed there is a place for cross country in the high school physical education curriculum.

However, high school is the place to subject the boy to a large number of activities during the regular physical education period so that he can better choose a sport from which he experiences real joy. Then, if he finds he likes to run distances he, no doubt, will benefit by working on cross-country as part of his schedule.

The Kick in the Game

By HARRY G. KIPKE

(Continued from page 9)

sary to concentrate as much on the holder of the kick as on the kicker. The holder of the place kick kneels on his left knee with toes firmly planted on the ground. He picks a spot to place the ball and indicates this particular spot by placing a piece of turf or lump of grass on it. In the meantime the kicker gets his position two yards back of the spot indicated by the holder of the place kick. Both his feet are together in a relaxed position, and an imaginary line is drawn through the ball and the center of the goal posts. The kicker calls "set" which is the signal for the holder of the ball to extend his arms to call for the ball.

The holder of the ball should attempt to put it on the spot as soon as possible, and hold it in place with the fingers of the left hand.

The kicker takes a short step with the right foot and then a snappy natural step with the left, and kicks.

The essential things to remember in place-kicking are:

1. Keep the eyes glued on the ball or the spot where the ball is being placed.
2. The kicking leg should always follow the imaginary line that you drew through the ball and the center of the goal post.
3. The snap comes at the point of impact. At this point the knee and ankle should be locked and rigid. The toe is not extended as it is in punting, but turned up or flexed.
4. Don't let them hurry you too much. Make sure everything is set before you kick.

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ON THE opposite page you will find a coupon for supplying the circulation department of *Scholastic Coach* with your name, address and school position. On our mailing list are most of the high schools of the United States having an enrollment of more than one hundred students. It is our desire to have the magazine addressed specifically to the administrator who is in charge of the whole physical education program, and because we are not in position to supply more than one free copy of *Scholastic Coach* to each school, we are asking the head of the department who first receives each issue of *Scholastic Coach* to pass it on to other members of the department.

In case this issue of *Scholastic Coach* has come to you with your name misspelled, or has been inadvertently addressed to the wrong person in your

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There will be, we are confident, a demand for a personal copy of *Scholastic Coach* from physical directors and coaches of large high schools where the magazine is being received by one particular party. The editor and all others in authority are deeply concerned over this state of affairs, and while at the moment nothing definite has been decided which would enable the disappointed to enter annual subscriptions (in cases where one copy is already going to the school in question) we shall supply extra copies of the magazine upon receipt of the price stated on the cover.

Balance in the High School Attack

By ANDREW KERR
(Continued from page 20)

will be a mistake to put too much dependence upon trick plays as real ground gainers. Their chief value is psychological.

In this article I have attempted to suggest to high school coaches two formations and the type and number of plays from them that must be considered a

minimum. Winning football does not depend upon the number of plays that you teach. The basis of winning football is a thorough teaching of fundamentals. Boys must be taught to start fast, to charge hard, to block effectively, to tackle surely, and to run hard. No plays are of any avail unless the players can do these things well. You have only a limited amount of time for practice. No high school boy should be on the field more than two hours a day. Teach rudiments, spend a lot of time on defense. It is just as much a part of football as the offense.

Drill your boys in team defense as well as in team offense. Be sure that your offense consists of a limited number of powerful, standard plays, thoroughly mastered, and varied enough to enable it to meet any style of defense under varying conditions, and able to take advantage of any weakness that may develop in your opponent's defense. Such an offense will give your team a chance to win in any game where the man-power is equal.



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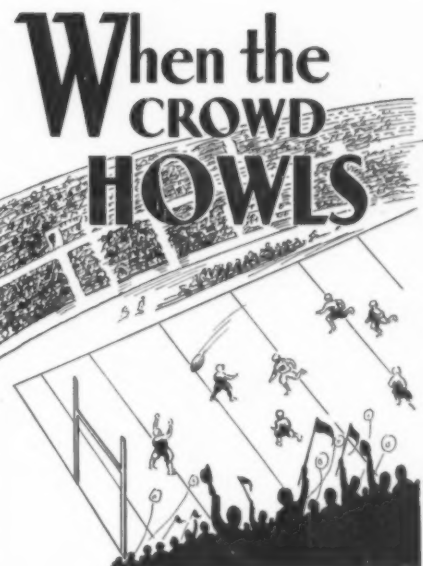
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Principles of Teaching Fencing

By RENE PINCHART

(Continued from page 18)

age, and take more experience and training. As for physical strength and quickness, make use of it. Learn to make a good lunge and so a good attack.

Observe that in a good lunge the centre of gravity makes a straight line. The right heel touches the ground first and acts as a shock absorber. Do not stop too brusquely; follow through, but not too much. The upper part of the body stays straight, the left foot flat on the ground. It is most important that the left foot does not slide. If the left heel quits the ground the body turns more or less and there is a loss of balance. In the lunge the right leg has to act smoothly and the left leg with a kick, well extended. When you lunge you have to act with the left leg as though you were trying to push the floor backwards.

REMISE ON GUARD BACKWARDS

—It is important to make the center of gravity on a straight line. To do this one must start bending the left leg before one pushes with the right. This is very important, because there is always a tendency to leave the left leg extended, which becomes in this a resistance. The body is pushed upward, and the muscles of the upper left of the body have to help too much. Also it takes too much time.

EXERCISES to aid the lunge and make it supple—being in the lunge, bend the left leg and extend the right, keeping the feet flat, the body moving in a vertical position, and vice versa in progression. While bending the left leg, bend the body backward, and while bending the right leg bend the body forward. Being in lunge to the right, take a left hand lunge by turning half to the left, bending the left leg and extending the right (a progression combined with bending the body forward).

Being in lunge, turn the body to the left, turn the toes of the left foot up, and bend the right knee more until nearly in a sitting position. Keep the left leg straight. Change over to the left leg without coming up to the height. All these motions improve balance and co-ordination. Combine them all without losing sight of the motion you want to improve.

(EDITOR'S NOTE—In his next article Mr. Pinchart will write of the part the arms and hands play in the movements.)

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A Functioning Program

By CHARLES B. LEWIS

(Continued from page 27)

participate in intramural competition. It may eventually result in the organization of school teams. The object should be to serve mass interest, with events and contestants grouped according to seasonal activities. Group contests may be developed within the section or class, or between sections or classes, the pentathlon, the decathlon, motor efficiency, and achievement tests, etc. There are great socializing benefits to be derived from a group working together.

Athletics of the high school reaches its highest degree of usefulness when conducted on an intramural basis, with provision for every pupil to participate in his choice of two or three sports. A school team may be organized if time and space remain after the mass has been accommodated.

The significance of right living in the endeavor to achieve in skill and endurance will be held as fundamental and thus capitalize the practical purpose of health training. The boys and girls should be encouraged to do better in the activities in which they have interest, and to open up new interests, also to make possible a wider and more intelligent choice for voluntary pursuits during leisure.

The improvement and conservation of the health of school children requires co-operative effort. Everybody who comes in contact with pupils has a responsibility for their health. The department of health and physical education should use its full resources and energies in the realization of this purpose.